

EVALUATION PROCEDURES FOR TENURED FACULTY

The Faculty Handbook for Evaluation contains the procedures that are to be followed by full-time, tenured faculty. As an ongoing process, tenured faculty seek excellence in teaching and service to the college, community, and the profession. The evaluation process is intended to encourage and facilitate such progress with a minimum of paperwork. Additionally, the process affords faculty the opportunity to create a Professional Development Plan which will highlight achievements and identify strategies to enhance teaching effectiveness.

TENURED FACULTY HANDBOOK FOR EVALUATION

I. PURPOSE

The primary goals of tenured faculty evaluation are:

- o to improve the quality of instruction
- o to promote the highest standards of professional excellence
- o to provide a record of individual achievement
- o to promote professional development
- o to promote service to the College and to the community
- o to provide an opportunity for faculty to create a Professional Development Plan to highlight achievements and develop strategies to enhance teaching effectiveness.

II. PROCEDURES

Tenured faculty evaluation is an ongoing process that relies heavily on the mutual professional involvement of the faculty member and his/her supervisor. The evaluation of each faculty member's performance will be based on an assessment of his/her activities in two areas: (a) Teaching, with accompanying instructional support activities, and (b) Professional Development as compared to the goals developed by the faculty member in the previous year.

Before the fifth week of the spring semester, the faculty member will prepare the one-page Pre-Conference Report (p. 9). Sources of input in completing this report may include student evaluations, supervisor evaluations, peer observations, and self-assessment. This report will be forwarded to the faculty member's supervisor for review. Prior to the end of the twelfth week of the spring semester, the faculty member will meet with his/her supervisor to discuss teaching performance and goals established by the faculty member for the next academic year. The supervisor will prepare the one-page Post Conference Report (p. 10) and copies will be given to the instructor, supervisor, and the Vice President of Instructional Affairs for inclusion in the faculty member's personnel file. The faculty member may prepare a written response which becomes part of the official record.

Every three years (alternate semesters), tenured faculty will have all of their courses evaluated by the students using the Student Opinion of Instruction Survey instrument (p. 4). This tool will be administered by the instructor after the mid-term but prior to the last week of the semester. A student will be identified to collect completed instruments, seal them in a pre-labeled envelope, and deliver them to the office as per instructions on the envelope. The Assistant to the Vice President of Instructional Affairs will coordinate this effort, which will provide faculty with a broad data base. A copy of the summary report will be sent to the instructor and his/her supervisor. Information about composite college averages is available upon request.

Tenured faculty seeking promotion should consult the Faculty Handbook for Advancement-in Rank.

Student Opinion of Instruction Survey

STUDENT OPINION OF INSTRUCTION SURVEY

RATING SCALE FOR ITEMS 1-17:

5-----4-----3-----2-----1
Strongly Strongly
Agree Disagree

ORGANIZATION

1. The instructor seems to be organized and well-prepared.
2. The course appears to have been carefully planned.

PRESENTATION

3. The instructor aids understanding through the use of examples and/or applications.
4. The instructor shows relationships among the topics and summarizes major points throughout this course.
5. The instructor seems to enjoy teaching the subject matter.
6. The instructor emphasizes the major ideas within each class session.
7. The instructor explains information clearly.
8. The instructor speaks clearly and audibly.
9. In this course, students are encouraged to participate in class discussion.

CLASSROOM CLIMATE

10. The instructor seems to care about my learning.
11. The instructor promotes mutual respect.
12. The instructor encourages thought and problem-solving.
13. The instructor demonstrates a commitment to high standards of professional competence.

EVALUATION/FEEDBACK

14. The instructor provides adequate opportunities for me to ask questions.
15. The instructor provides useful and timely feedback on student performance.
16. Examinations cover material or skills emphasized in this course.
17. Course materials and assignments help me to learn and use skills, concepts, and information being taught.

OTHER

18. Course objectives are being achieved.
yes-----no

19. If I needed help outside of class, the instructor has given help to me.
yes-----no-----have not needed help
20. Overall, I rate this instructor as a good teacher.
yes-----no
21. I am taking this course because it is a(n)
___ integral part of my major
___ elective
___ general education requirement
___ course of general interest
22. Previous to this semester, I have completed _____ college credits.
not sure ---- 0-15 ---- 16-30 ---- 31-45 ---- 46 or more

Supervisor Evaluation Instrument

ALLEGANY COLLEGE OF MARYLAND
 FACULTY EVALUATION
 Evaluation by Division Chairman/Program Director

Evaluator _____ Date _____
 Faculty Member _____ Class _____
 Lab/Clinical _____

A series of statements concerning teaching effectiveness are listed below. Read each statement and, based on your observation, check the appropriate response. (When observing a class which includes a laboratory, an observation of both classroom and laboratory section is required.)

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| <u>I. The Opening</u> | | |
| 1. The instructor is punctual. | _____ | _____ |
| 2. Establishes a relationship to previous material. | _____ | _____ |
| 3. States goals or objectives for class period. | _____ | _____ |

- | | <u>Not Applicable</u> | <u>Above Average</u> | <u>Below Average</u> | <u>Average</u> |
|---|-----------------------|----------------------|----------------------|----------------|
| <u>II. Instructional Techniques</u>
(Teaching through presentation) | | | | |
| 1. Varies activities over class period. | _____ | _____ | _____ | _____ |
| 2. Uses illustrative materials or teaching aids effectively. | _____ | _____ | _____ | _____ |
| 3. The teaching techniques are appropriate for the content of the lesson. | _____ | _____ | _____ | _____ |
| 4. Shows relation of theory to practice. | _____ | _____ | _____ | _____ |
| 5. Refers to recent developments in the field. | _____ | _____ | _____ | _____ |
| 6. Appears interested and enthusiastic. | _____ | _____ | _____ | _____ |
| 7. Presents material in an understandable manner. | _____ | _____ | _____ | _____ |
| 8. Makes a conscious effort to relate the activities to ideas and concepts previously acquired. | _____ | _____ | _____ | _____ |

- | | | | | |
|---|-------|-------|-------|-------|
| <u>III. Instructional Techniques</u>
(Teaching through involvement) | | | | |
| 1. Seeks to involve all students. | _____ | _____ | _____ | _____ |
| 2. Uses questions to stimulate discussion. | _____ | _____ | _____ | _____ |
| 3. Intervenes when discussion gets off the track. | _____ | _____ | _____ | _____ |
| 4. Encourages expression of differences of opinion. | _____ | _____ | _____ | _____ |
| 5. Instructor is available to students and assists in their learning experiences. | _____ | _____ | _____ | _____ |
| 6. A mutual respect between the teacher and students is evident. | _____ | _____ | _____ | _____ |

- | | | | | |
|---|-------|-------|-------|-------|
| 7. Sensitive to response of class. | _____ | _____ | _____ | _____ |
| a. Paces delivery to student's capacity to follow. | | | | |
| b. Notices question, volunteers. | | | | |
| 8. Accepts student ideas and comments (by reflecting, clarifying, summarizing, encouraging, or praising). | _____ | _____ | _____ | _____ |
| 9. Provides opportunities for and encourages participation and questions. | _____ | _____ | _____ | _____ |

	<u>Yes</u>	<u>No</u>	<u>Insufficient Data</u>	<u>Not Applicable</u>
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IV. The Closing

- | | | | | |
|--|-------|-------|-------|-------|
| 1. The instructor was prepared/organized. | _____ | _____ | _____ | _____ |
| 2. The material covered was consistent with the stated goals and objectives for the class. | _____ | _____ | _____ | _____ |
| 3. Class time was well-organized and effectively used. | _____ | _____ | _____ | _____ |
| 4. Summarized major points. | _____ | _____ | | |
| 5. Made an assignment or a reference to the topic for next class session. | _____ | _____ | | |

V. Course Outline/Syllabus includes which of the following:

- _____ (a) objectives
- _____ (b) topics to be covered in class sessions
- _____ (c) requirements
- _____ (d) grading practices
- _____ (e) attendance policy
- _____ (f) adheres to departmentally established competencies

VI. Demonstrates competence in subject area. _____

VII. What are the strengths of this faculty member?

VIII. Comments and recommendations when below average item is checked.

IX. Any other comments you wish to make:

 Evaluator's Signature

 Date

X. STATEMENT

I have read and discussed this report with the evaluator and have been given a copy. My signature indicates only that I have reviewed the report. I understand that I may, if I so desire, submit a written response which will be attached to this evaluation.

 Faculty Member's Signature

 Date

Supervisor
Conference Report

ANNUAL FACULTY - SUPERVISOR CONFERENCE REPORT

FACULTY MEMBER: _____
SEMESTER/YEAR: _____

FACULTY PRE-CONFERENCE REPORT

PART I: Identify your strengths in the teaching/learning process. Are there areas in which you believe improvement is needed?

PART II: Create a Professional Development Plan by identifying goals to be pursued during the next year.

SUPERVISOR: _____
DATE: _____

SUPERVISOR POST-CONFERENCE REPORT

PART I: What progress has faculty member made in reaching goals identified in the previous year's Professional Development Plan?

PART II: What recommendations were made for instructional improvement?

PART III: What steps or procedures were identified to accomplish the recommendations made?

STATEMENT: I have read and discussed this report with my supervisor and have been given a copy. My signature indicates only that I have reviewed the report. I understand that I may, if I so desire, submit a written response which will be attached to this report.

SIGNATURE (faculty member)

S A M P L E

ANNUAL FACULTY - SUPERVISOR CONFERENCE REPORT

FACULTY MEMBER: _____
SEMESTER/YEAR: _____

FACULTY PRE-CONFERENCE REPORT

PART I: Identify your strengths in the teaching/learning process. Are there areas in which you believe improvement is needed?

Based on student feedback and student evaluations, I believe that my strengths are: a willingness to try varied teaching techniques; a sense of humor; knowledge of subject matter; availability beyond class time to assist students; enthusiasm and commitment to teaching; ability to relate theory to practice; a caring and respect for students.

One area in which I believe improvement is needed is in involving students in class discussions. I think that I could do this more frequently, particularly in the upper-level management courses. In addition, I am researching methods that would shift more of the responsibility for learning to the students.

PART II: Create a Professional Development Plan by identifying goals to be pursued during the next year.

I have established the following goals for next year:

1. Revise the Marketing course to incorporate computer-aided instruction and software for student projects.
2. Involve the students in discussions more frequently in Internship I and Internship II.
3. Develop a teaching portfolio that will highlight my strengths as an instructor and pinpoint areas in need of improvement.

SUPERVISOR: _____
DATE: _____

SUPERVISOR POST-CONFERENCE REPORT

PART I: What progress has the faculty member made in reaching goals identified in the previous year's Professional Development Plan?

D.F. was able to attain the following goals from last year's plan:

1. GOAL: Become more computer literate.
ACHIEVEMENT: She took Windows and Powerpoint classes; is using software often in class preparations and presentations.
2. GOAL: Incorporate software requirement in HM 209.
ACHIEVEMENT: Students used software and workbook in HM 209 this year. Favorable student feedback received.

D.F. set a third goal of developing a teaching portfolio. This was partially achieved and she plans to continue with this goal this year.

PART II: What recommendations were made for instructional improvement?

As noted in D.F.'s report, she would like to incorporate student discussions more frequently in some of her classes. I shared with her some of the techniques that I have tried successfully: summary questions for discussion at the end of each learning module; team debates on major issues; using the case study method to stimulate discussions.

PART III: What steps or procedures were identified to accomplish the recommendations made?

D.F. plans to try the recommendations noted above in Internship I and Internship II. She was invited to visit one of my classes where the case study method is used often to generate discussion. She plans to obtain student feedback about the effectiveness of the techniques and note whether or not they appear to foster learning.

STATEMENT: I have read and discussed this report with my supervisor and have been given a copy. My signature indicates only that I have reviewed the report. I understand that I may, if I so desire, submit a written response which will be attached to this report.

SIGNATURE (faculty member)